



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 10801269  
SAU: Jay School Department  
School: Jay Elementary School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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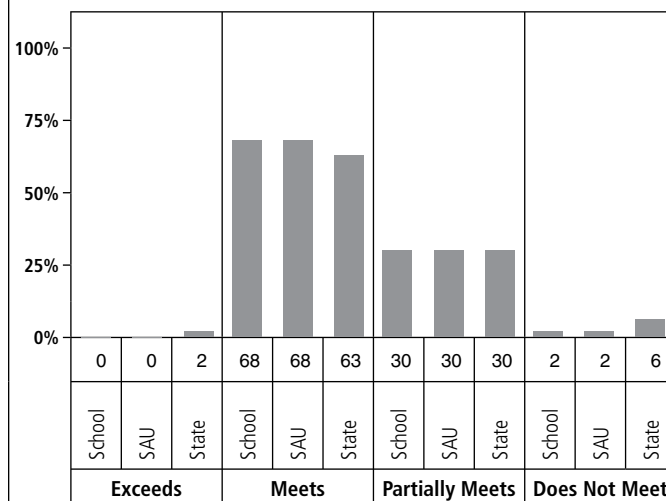
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

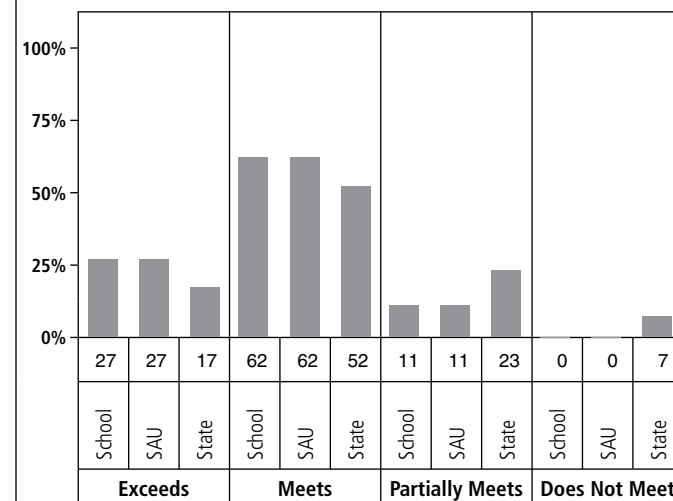
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	346	346	345
2007–2008	343	343	344
<b>2008–2009</b>	<b>345</b>	<b>345</b>	<b>345</b>
Cum. Avg.*	345	345	345
<b>Mathematics</b>			
2006–2007	349	349	347
2007–2008	345	345	347
<b>2008–2009</b>	<b>354</b>	<b>354</b>	<b>348</b>
Cum. Avg.*	349	349	347

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	58	100	58	100	13763	100	58	100	58	100	13691	100	57	98	57	98	13691	100						
<b>Ethnicity</b> African American/Black	1	2	1	2	416	3	1	100	1	100	412	99	1	100	1	100	414	100						
American Indian or Native Alaskan	0	0	0	0	102	1	0	0	0	0	101	100	0	0	0	0	101	100						
Asian or Pacific Islander	0	0	0	0	232	2	0	0	0	0	226	97	0	0	0	0	227	98						
Hispanic	2	3	2	3	167	1	2	100	2	100	164	98	2	100	2	100	164	98						
Caucasian/White	55	95	55	95	12846	93	55	100	55	100	12788	100	54	98	54	98	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	16	9	16	2414	18	9	100	9	100	2388	100	9	100	9	100	2388	100						
<b>Current LEP</b>	1	2	1	2	420	3	1	100	1	100	413	98	1	100	1	100	417	99						
<b>Economically disadvantaged</b>	28	48	28	48	5887	43	28	100	28	100	5847	100	27	96	27	96	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	54	93	54	93	10316	75	53	91	53	91	10355	75						
Identified disability (PET/IEP)	5	9	5	9	437	4	5	9	5	9	445	4						
LEP	1	2	1	2	192	2	1	2	1	2	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	2	3	2	3	3179	23	2	3	2	3	3152	23						
Identified disability (PET/IEP)	2	100	2	100	1757	55	2	100	2	100	1759	56						
LEP	0	0	0	0	214	7	0	0	0	0	219	7						
504 plan	0	0	0	0	63	2	0	0	0	0	64	2						
Other	0	0	0	0	1192	37	0	0	0	0	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	2	3	2	3	194	1	2	3	2	3	184	1						
Identified disability (PET/IEP)	2	100	2	100	194	100	2	100	2	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	0	0	53	0	1	2	1	2	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	2	4	2	4	332	2
	2007-2008	1	2	1	2	227	2
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>262</b>	<b>2</b>
	Cum. Total*	3	2	3	2	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	30	63	30	63	8691	63
	2007-2008	28	53	28	53	8403	62
	<b>2008-2009</b>	<b>38</b>	<b>68</b>	<b>38</b>	<b>68</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	96	61	96	61	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	15	31	15	31	3781	27
	2007-2008	20	38	20	38	4018	30
	<b>2008-2009</b>	<b>17</b>	<b>30</b>	<b>17</b>	<b>30</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	52	33	52	33	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	1	2	1	2	1021	7
	2007-2008	4	8	4	8	938	7
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>748</b>	<b>6</b>
	Cum. Total*	6	4	6	4	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	28.6	62.2	28.6	62.2	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.0	62.5	20.0	62.5	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.5	60.7	8.5	60.7	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Jay School Department  
 School: Jay Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	56	0	0	38	68	17	30	1	2	345	56	0	68	30	2	345	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	1										1						402	0	40	41	18	339
American Indian or Native Alaskan	0										0						99	0	64	31	5	343
Asian or Pacific Islander	0										0						222	4	63	25	8	345
Hispanic	2										2						162	0	51	38	10	342
Caucasian/White	53	0	0	37	70	15	28	1	2	345	53	0	70	28	2	345	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	0	0	4	57	3	43	0	0	344	7	0	57	43	0	344	2194	0	32	50	18	338
No	49	0	0	34	69	14	29	1	2	345	49	0	69	29	2	345	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	1										1						406	0	39	41	20	339
No	55	0	0	38	69	16	29	1	2	345	55	0	69	29	2	345	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	27	0	0	19	70	8	30	0	0	344	27	0	70	30	0	344	5721	1	52	39	9	342
No	29	0	0	19	66	9	31	1	3	345	29	0	66	31	3	345	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	56	0	0	38	68	17	30	1	2	345	56	0	68	30	2	345	13489	2	63	30	6	345
<b>Gender</b>																						
Female	33	0	0	21	64	11	33	1	3	344	33	0	64	33	3	344	6568	3	67	26	4	346
Male	23	0	0	17	74	6	26	0	0	346	23	0	74	26	0	346	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	0	39	49	11	340
No	56	0	0	38	68	17	30	1	2	345	56	0	68	30	2	345	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	56	0	0	38	68	17	30	1	2	345	56	0	68	30	2	345	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	336	2	0	0	100	0	336	5	1	44	39	16	340
B. less than one hour	87	0	0	30	67	14	31	1	2	344	87	0	67	31	2	344	80	2	66	28	4	345
C. one to two hours	8	0	0	4	100	0	0	0	0	351	8	0	100	0	0	351	13	2	61	32	6	344
D. more than two hours	4	0	0	2	100	0	0	0	0	346	4	0	100	0	0	346	3	1	36	45	18	339
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	45	0	0	18	75	6	25	0	0	345	45	0	75	25	0	345	47	3	68	24	4	346
B. good	43	0	0	16	70	6	26	1	4	345	43	0	70	26	4	345	41	1	62	31	5	344
C. fair	11	0	0	4	67	2	33	0	0	344	11	0	67	33	0	344	9	0	51	41	8	342
D. poor	0										0						2	0	30	51	19	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	41	0	0	15	68	6	27	1	5	346	41	0	68	27	5	346	31	3	63	28	6	345
B. They match some of what I have learned.	44	0	0	16	67	8	33	0	0	343	44	0	67	33	0	343	49	2	68	26	3	345
C. They match just a little of what I have learned.	15	0	0	6	75	2	25	0	0	345	15	0	75	25	0	345	14	1	53	39	7	342
D. There is no match.	0										0						6	0	43	43	14	340
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	7	0	0	4	100	0	0	0	0	352	7	0	100	0	0	352	18	1	50	38	11	342
B. about the same as my regular schoolwork	71	0	0	26	67	12	31	1	3	345	71	0	67	31	3	345	57	2	68	26	3	346
C. easier than my regular schoolwork	22	0	0	8	67	4	33	0	0	343	22	0	67	33	0	343	25	1	61	31	6	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	13	0	0	4	57	3	43	0	0	343	13	0	57	43	0	343	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	58	0	0	23	72	8	25	1	3	345	58	0	72	25	3	345	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	29	0	0	11	69	5	31	0	0	345	29	0	69	31	0	345	37	3	70	23	4	347
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	5	42	7	58	0	0	343	22	0	42	58	0	343	22	3	67	25	4	346
B. 20 minutes to an hour	45	0	0	19	76	5	20	1	4	345	45	0	76	20	4	345	46	2	68	26	4	346
C. less than 20 minutes	18	0	0	8	80	2	20	0	0	345	18	0	80	20	0	345	18	1	56	36	8	343
D. I rarely read at home.	15	0	0	6	75	2	25	0	0	346	15	0	75	25	0	346	14	0	50	40	10	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	20	0	0	8	73	3	27	0	0	345	20	0	73	27	0	345	29	1	56	36	7	343
B. six to ten pages	11	0	0	4	67	2	33	0	0	346	11	0	67	33	0	346	21	2	62	31	5	344
C. eleven or more pages	69	0	0	26	68	11	29	1	3	344	69	0	68	29	3	344	50	3	68	25	5	346
Optional school/SAU question																						
A.	50	0	0	0	0	2	100	0	0	334	50	0	0	100	0	334						
B.	0										0											
C.	25	0	0	0	0	1	100	0	0	336	25	0	0	100	0	336						
D.	25	0	0	1	100	0	0	0	0	344	25	0	100	0	0	344						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	5	10	5	10	1985	14
	2007-2008	8	15	8	15	2277	17
	<b>2008-2009</b>	<b>15</b>	<b>27</b>	<b>15</b>	<b>27</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	28	18	28	18	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	29	60	29	60	6990	51
	2007-2008	25	47	25	47	6764	50
	<b>2008-2009</b>	<b>34</b>	<b>62</b>	<b>34</b>	<b>62</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	88	56	88	56	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	13	27	13	27	3673	27
	2007-2008	15	28	15	28	3504	26
	<b>2008-2009</b>	<b>6</b>	<b>11</b>	<b>6</b>	<b>11</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	34	22	34	22	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	1	2	1	2	1193	9
	2007-2008	5	9	5	9	1044	8
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>997</b>	<b>7</b>
	Cum. Total*	6	4	6	4	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	35.2	73.3	35.2	73.3	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	14.3	71.5	14.3	71.5	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.5	81.3	6.5	81.3	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	6.1	76.3	6.1	76.3	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	8.3	69.2	8.3	69.2	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Jay School Department  
 School: Jay Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	55	15	27	34	62	6	11	0	0	354	55	27	62	11	0	354	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	1										1						407	7	37	32	24	338
American Indian or Native Alaskan	0										0						99	7	47	38	7	344
Asian or Pacific Islander	0										0						223	25	45	24	7	350
Hispanic	2										2						162	6	44	35	15	341
Caucasian/White	52	14	27	33	63	5	10	0	0	354	52	27	63	10	0	354	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	7	1	14	4	57	2	29	0	0	349	7	14	57	29	0	349	2204	6	36	36	22	338
No	48	14	29	30	63	4	8	0	0	354	48	29	63	8	0	354	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	1										1						412	7	37	35	21	339
No	54	15	28	33	61	6	11	0	0	354	54	28	61	11	0	354	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	26	5	19	17	65	4	15	0	0	350	26	19	65	15	0	350	5727	10	48	31	12	343
No	29	10	34	17	59	2	7	0	0	357	29	34	59	7	0	357	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	55	15	27	34	62	6	11	0	0	354	55	27	62	11	0	354	13501	17	52	23	7	348
<b>Gender</b>																						
Female	32	7	22	21	66	4	13	0	0	352	32	22	66	13	0	352	6568	16	52	24	8	348
Male	23	8	35	13	57	2	9	0	0	356	23	35	57	9	0	356	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2300	4	43	39	14	340
No	55	15	27	34	62	6	11	0	0	354	55	27	62	11	0	354	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	55	15	27	34	62	6	11	0	0	354	55	27	62	11	0	354	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 3  
SAU: Jay School Department  
School: Jay Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	100	0	0	0	0	342	2	0	100	0	0	342	5	9	38	32	21	340
B. less than one hour	87	11	24	28	62	6	13	0	0	353	87	24	62	13	0	353	80	19	54	22	5	349
C. one to two hours	8	3	75	1	25	0	0	0	0	365	8	75	25	0	0	365	13	16	51	24	9	347
D. more than two hours	4	0	0	2	100	0	0	0	0	345	4	0	100	0	0	345	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	51	12	43	14	50	2	7	0	0	357	51	43	50	7	0	357	40	25	51	17	7	351
B. good	40	3	14	15	68	4	18	0	0	350	40	14	68	18	0	350	45	14	56	24	6	348
C. fair	7	0	0	4	100	0	0	0	0	354	7	0	100	0	0	354	12	7	49	34	10	343
D. poor	2	0	0	1	100	0	0	0	0	342	2	0	100	0	0	342	3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	62	13	38	17	50	4	12	0	0	356	62	38	50	12	0	356	38	23	52	19	5	351
B. They match some of what I have learned.	31	2	12	13	76	2	12	0	0	350	31	12	76	12	0	350	45	16	56	22	6	348
C. They match just a little of what I have learned.	7	0	0	4	100	0	0	0	0	352	7	0	100	0	0	352	12	10	45	33	12	343
D. There is no match.	0										0						5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	6	0	0	3	100	0	0	0	0	353	6	0	100	0	0	353	17	8	45	34	13	342
B. about the same as my regular schoolwork	68	12	33	20	56	4	11	0	0	354	68	33	56	11	0	354	59	19	55	21	5	350
C. easier than my regular schoolwork	26	3	21	9	64	2	14	0	0	354	26	21	64	14	0	354	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	13	4	57	3	43	0	0	0	0	363	13	57	43	0	0	363	15	8	41	35	15	341
B. 30–45 minutes	19	5	50	5	50	0	0	0	0	357	19	50	50	0	0	357	29	16	54	23	6	348
C. 45–60 minutes	25	2	15	9	69	2	15	0	0	352	25	15	69	15	0	352	32	21	55	19	5	350
D. more than 60 minutes	43	4	17	15	65	4	17	0	0	351	43	17	65	17	0	351	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	8	0	0	4	100	0	0	0	0	348	8	0	100	0	0	348	6	6	33	39	23	337
B. two or three days a week	4	0	0	1	50	1	50	0	0	336	4	0	50	50	0	336	12	15	55	22	8	348
C. two or three times each month	51	7	26	16	59	4	15	0	0	354	51	26	59	15	0	354	26	20	56	19	5	350
D. never or almost never	38	7	35	12	60	1	5	0	0	356	38	35	60	5	0	356	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	36	5	26	12	63	2	11	0	0	353	36	26	63	11	0	353	37	14	51	27	9	346
B. two or three days a week	53	7	25	17	61	4	14	0	0	353	53	25	61	14	0	353	27	20	55	19	6	350
C. two or three times each month	9	2	40	3	60	0	0	0	0	361	9	40	60	0	0	361	19	22	53	19	6	350
D. never or almost never	2	0	0	1	100	0	0	0	0	348	2	0	100	0	0	348	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	50	0	0	2	100	0	0	0	0	343	50	0	100	0	0	343						
B.	0										0											
C.	25	0	0	0	0	1	100	0	0	338	25	0	0	100	0	338						
D.	25	0	0	0	0	1	100	0	0	330	25	0	0	100	0	330						

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